

Higher National Unit Specification

General information for centres

Unit title: Applications of ICT in Libraries: Integrative Unit (Project)

Unit code: DP5K 35

Unit purpose: This Integrative Unit is designed to provide evidence that the candidate has integrated the knowledge and skills acquired throughout the programme into his/her ongoing professional practice.

On completion of the Unit, the candidate will be able to:

- 1 Review the programme to identify key areas of learning.
- 2 Demonstrate the incorporation of key areas into ongoing professional practice.
- 3 Formulate an approach to continuing professional development in key areas.

Credit points and level: 2 HN Credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to the Unit is at the discretion of the Centre. However, it is strongly recommended that the candidate should have completed or be in the process of completing the following Units prior to undertaking this Unit:

DP5C 34: Applications of ICT in Libraries: Locating Information on Behalf of Clients
DP5D 34: Applications of ICT in Libraries: Supporting Reader Development
DP5E 34: Applications of ICT in Libraries: Supporting Client Learning
DP5F 34: Applications of ICT in Libraries: Using ICT in Library Practice and Professional Development
DP5G 34: Applications of ICT in Libraries: Supporting Clients in the Safe and Legal use of ICT

They should also have completed or be in the process of completing one of the following Units:

DP5H 34: Applications of ICT in Libraries: Carrying out the Net Navigator Role
DP5J 35: Applications of ICT in Libraries: Carrying out the Educator Role

Core Skills: There may be opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

General information for centres (cont)

Assessment: This Unit will be assessed by a single instrument of assessment which will require the candidate to produce a reflective report on the impact of ICT on his/her own professional practice.

As a number of Outcomes are assessed together an assessor must ensure that each Outcome has been achieved by the candidate to successfully achieve a pass in this Unit.

Higher National Unit specification: statement of standards

Unit title: Applications of ICT in Libraries: Integrative Unit (Project)

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Review the programme to identify key areas of learning

Knowledge and/or skills

- ◆ Determination of criteria for identifying key areas of learning
- ◆ Use of selected criteria to identify key areas of learning
- ◆ Justification of selected key areas in terms of current or projected job role

Outcome 2

Demonstrate the incorporation of key areas into ongoing professional practice

Knowledge and/or skills

- ◆ Identification of aspects of professional practice influenced by key areas of learning
- ◆ Description of incorporation of key areas into current work practice
- ◆ Evaluation of impact of key areas of learning on work practice.

Outcome 3

Formulate an approach to continuing professional development in key areas

Knowledge and/or skills

- ◆ Establishment of projected continuing professional development needs
- ◆ Identification of methods for meeting continuing professional development needs
- ◆ Production of an action plan for meeting continuing professional development needs

Evidence Requirements for the Unit

This Unit will be assessed by means of a single instrument of assessment which will require the candidate to produce a reflective account of the impact of ICT on his/her own professional practice. The account should cover the work carried out by the candidate in each of the following areas:

Higher National Unit specification: statement of standards (cont)

Unit title: Applications of ICT in Libraries: Integrative Unit (Project)

- ◆ locating information on behalf of clients
- ◆ supporting client learning
- ◆ supporting reader development
- ◆ using ICT in professional practice

There should be particular emphasis on locating complex information or delivering training on ICT related topics, depending on whether the candidate has followed the Net Navigator or Educator route.

The candidate's account must be the product of the candidate's own research, practice and reflection. It must include direct evidence of the candidate's practice in application of ICT in a professional context. The candidate's account should be based on, but not limited to, the context(s) in which the candidate has been active.

At this level, candidates should work independently, i.e. without undue assistance from the assessor. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidates. For example, centres may wish to question candidates informally at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

The account must:

- ◆ be equivalent to at least 3000 words and no more than 5000 words long
- ◆ encompass all four of the areas outlined above
- ◆ be factually correct and relevant
- ◆ be clearly written, well structured and concise
- ◆ correctly attribute and reference the work of other people
- ◆ be authenticated by the tutor or mentor

The requirement for the candidate to undertake his/her own research and reflection does not preclude the sharing of information and discussion among candidates.

As a number of Outcomes are assessed together an assessor must ensure that each Outcome has been achieved by the candidate to successfully achieve a pass in this Unit.

Administrative Information

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| Unit code: | DP5K 35 |
| Unit title: | Applications of ICT in Libraries: Integrative Unit (Project) |
| Superclass category: | CZ |
| Original date of publication: | September 2006 |
| Version: | 02 |

History of Changes:

| Version | Description of change | Date |
|---------|---|--------|
| 02 | Added: As a number of Outcomes are assessed together an assessor must ensure that each Outcome has been achieved by the candidate to successfully achieve a pass in this Unit | 8/9/06 |
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Source: SQA

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Higher National Unit specification: support notes

Unit title: Applications of ICT in Libraries: Integrative Unit (Project)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit should be undertaken in a library environment. Candidates should be encouraged to reflect on their own experience and training during the Unit. Useful information on reflective writing can be obtained from the following sources:

http://web.apu.ac.uk/stu_services/essex/learningsupport/OL-ReflectiveWtg.htm

http://reach.ucf.edu/~ed_found/rw.html

Outcome 1: Review the programme to identify key areas of learning

- 1 Determine criteria for identifying key areas of learning

Candidates should identify the criteria to be used to identify which areas of learning have been of particular significance to them in their own specific job roles. These criteria might include areas such as: enhancement of skills, impact on job role, usefulness of skills/knowledge acquired etc.

- 2 Use selected criteria to identify key areas of learning

Once the criteria have been established, candidates should use them to identify the areas of learning which have had the greatest personal and professional significance to them.

- 3 Justify selected key areas in terms of current or projected job role

Candidates should relate the areas selected to their own current or projected job role. Note that an area may be of importance because a candidate wishes to move into a specific job role, eg the “Reader Development” unit might be of particular significance to candidates who were not currently working in that area, but wished to do so.

Outcome 2: Demonstrate the incorporation of key areas into ongoing professional practice.

- 1 Identify aspects of professional practice influenced by key areas of learning.

Candidates should be able to identify the areas of their own professional practice in which the key areas of learning have had the greatest impact.

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Integrative Unit (Project)

- 2 Describe incorporation of key areas into current work practice.

Candidates should be able produce a narrative report, describing how they have incorporated the key areas of learning into their own current work practice. This should be illustrated with examples drawn from their own experience.

- 3 Evaluate impact of key areas of learning on work practice.

Candidates should be able to gather and critically examine evidence of integration of key areas and impact on practice.

Outcome 3: Formulate an approach to continuing professional development in key areas

- 1 Establish projected continuing professional development needs.

Candidates should be able to establish their continuing professional development needs, both to keep abreast of changes in technology and to progress along their chosen career path.

- 2 Identify methods for meeting continuing professional development needs,

These could include journals, conferences, exhibitions, product demonstrations/displays, discussion lists, in-house training, job-shadowing, cascade learning, internal experts, site visits/observation etc.

- 3 Produce an action plan for meeting continuing professional development needs.

Candidates should produce an action plan showing what professional development they intend undertaking over a stated timescale, relating proposed activities to objectives and identified needs.

Guidance on the delivery and assessment of this Unit

The Unit should be assessed by a single instrument of assessment which requires the candidate to produce a reflective account of the impact of ICT on his/her own professional practice. This may be supported by appropriate source evidence, if relevant.

Open learning

This Unit could be delivered by open learning. The candidate can use a transcript of online discussion on the topics of this Unit in his/her Unit assessment. Such use would require proper citation.

Centres should refer to the SQA publication Assessment and Quality Assurance of Open and Distance Learning (Code, 2000).

Higher National Unit specification: support notes (cont)

Unit title: Applications of ICT in Libraries: Integrative Unit (Project)

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website **www.sqa.org.uk**.

General information for candidates

Unit title: Applications of ICT in Libraries: Integrative Unit (Project)

You will explore the main issues that surround the application of ICT in a library environment. You will produce a reflective account which will allow you to show skills and knowledge of ICT. You will be able to show that you can provide evidence that you have achieved the following aims of the Unit:

- 1 Review the programme to identify key areas of learning.
- 2 Demonstrate the incorporation of key areas into ongoing professional practice.
- 3 Formulate an approach to continuing professional development in key areas.

This Unit is primarily intended for candidates working in a library environment. This Unit is part of the Advanced Diploma in Applications of ICT in Libraries. You should complete the Units required for the Group Award before attempting this Unit and relate your work for the other Units in the Group Award to this Unit.

This Unit is assessed through a reflective account based the work you have carried out.